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ABSTRACT

This handbook supplement, for adult service providers, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on preparation of students for adult lifestyles through transition planning and community based instruction, including vocational experiences. Two sample Individualized Transition Plans (ITPs) are given to illustrate the process involved in transition planning and the roles played by adult service providers, school personnel, and family members. In one case, Joanna, who is 20, is about to enter her last year of school so transition planning focuses upon setting up arrangements for adult services and activities that can be continued after Joanna exits from the school system. In the other case, that of 18-year-old Robert, transition planning includes both exploration of adult options and school activities to support his movement into appropriate, least restrictive adult options. Discussed for each case are vocational placements, living arrangements, income, medical care, recreation and leisure, transportation, and family support. General planning suggestions are also offered to agencies. Appendices provide a list of resources for volunteer support, guidelines for interagency councils, and a list of products and catalogs. (DB)

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SUPPLEMENT FOR ADULT SERVICE PROVIDERS

A CURRICULAR APPROACH TO SUPPORT THE TRANSITION TO ADULTHOOD OF ADOLESCENTS WITH VISUAL OR DUAL SENSORY IMPAIRMENTS AND COGNITIVE DISABILITIES

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SUPPLEMENT FOR ADULT SERVICE PROVIDERS

TABLE OF CONTENTS

Preface.....i

OVERVIEW 1

ILLUSTRATION OF TRANSITION PLANNING.....3

Vocational Placements.....20

Living Arrangements.....28

Income.....37

Medical Care.....37

Recreation and Leisure.....38

Transportation.....42

Family Support.....47

LOOKING TOWARD THE FUTURE 50

APPENDICES

A. Resources for Volunteer Support.....54

B. Interagency Councils.....57

C. Products List: Catalogues for Adaptive Aids and Equipment.....64

PREFACE

This training packet entitled "Community Based Instruction for Transition of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities", was developed through funding from the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS), and from the New York State Education Department, Office for the Education of Children with Handicapping Conditions.

The purpose of this project is to develop a vehicle to aid educators in connecting with families and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive and visual or dual sensory impairments. The particular focus of this project is the preparation of students for adult life-styles reflecting competence, participation, and productivity.

This training packet consists of a basic guide, "Handbook for Instructional Staff," with three supplements, and a "Handbook for Parents." The components of the complete curriculum are listed below.

Handbook for Instructional Staff

- Supplement for Administrators and Supervisors
- Supplement for Transition Coordinators
- Supplement for Adult Service Providers

Handbook for Parents

The Handbook for Instructional Staff is meant to serve as the core guide not only for instructional staff, but also for administrators and supervisors, transition coordinators, and adult service providers. Without a thorough understanding of the curricular approach represented in the Handbook for Instructional Staff, these professionals will not be able to effectively support the implementation of this program. Material specifically identified with the responsibilities of administrators and supervisors, and transition coordinators is presented in separate supplemental handbooks.

This Supplement for Adult Service Providers is designed to assist you in working with the school system to more appropriately plan and provide for young adults with visual or dual sensory impairments and cognitive disabilities. The specific principles and strategies delineated in the Handbook are illustrated in this supplement as they relate to the adult service provider's two-fold involvement in the transition process. The adult service provider is the link with whom the transition coordinator works when the student is aging out of the school system, and becomes the central figure once these students leave school.

The adult service provider has a critical role to play in

effective transition planning, namely working with schools to provide appropriate services and opportunities that build upon the experiences and skills realized by the students.

OVERVIEW

The primary goal of this guide, as well as all other parts of the training packet "A Curricular Approach to Support the Transition to Adulthood with Visual or Dual Sensory Impairments and Cognitive Disabilities", is to prepare students for adult lifestyles within their commnity, and to provide them with the opportunity to realize such lifestyles. The model deals with instructional techniques and strategies, community based vocational and leisure experiences, considerations for working with families, and the process of transition planning.

An adult lifestyle is one in which the young adult is included in the process of making decisions which effect his/her* life, and her choices and preferences are respected so as to build a sense of autonomy. Such a lifestyle reflects varied opportunities to engage in meaningful, purposeful adult activities; to develop the skills and relationships basic to participation in these activities; and to have the opportunity to engage in the economic aspects of community life. These three elements -- valued participation, functional competence and productivity -- comprise the philosophical foundation of

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* Throughout the remainder of this supplement, the use of the feminine and masculine gender will be interchanged for smooth reading.

this model.

While the Handbook for Instructional Staff is addressed primarily to school personnel, it has substantial relevance to adult service providers, as many of the issues addressed are applicable in vocational, day and residential settings. The instructional techniques and strategies suggested for working with young adults with dual sensory impairments and cognitive disabilities are not age limited. They are principles which can be applied in any context.

The following sections provide a detailed illustration of how the model can be implemented.

arrangements for adult services, as well as activities that can be continued after Joanna exits from the school system. Robert is eighteen. Transition planning for him includes both exploration of adult options and school activities to support his movement into the most appropriate, least restrictive adult options.

STUDENT PROFILE: JOANNA

Joanna, who is 20 years old, has no usable vision or hearing. She has cerebral palsy and moves in a wheelchair with the help of others. She spent her early years in a large state institution. If Joanna recognizes a person, she initiates social communication through tactile contact, placing the person's hand on her shoulder or hair. She recognizes people through their distinctive characteristics such as a beard, a particular bracelet, or aftershave lotion. Otherwise, she recoils from touch. Joanna is on a toileting schedule and needs assistance in eating. She uses gestures to communicate, pantomiming eating when she is hungry, and holding or pulling on a part of her body that hurts.

STUDENT PROFILE: ROBERT

Robert, who is 18 years old, is deaf and visually handicapped

ILLUSTRATION OF TRANSITION PLANNING

Transition planning in the school system is analogous to the annual review/planning process, intake/admission process, or the Individualized Written Rehabilitation Plan (IWRP) of the adult service system. The core group of people involved in this planning process includes the transition coordinator (or the professional who assumes responsibility for coordinating this effort), the teacher, the student (whenever feasible), and the family or guardian.

Two sample Individualized Transition Plans (ITP) follow and will be referenced throughout the remainder of this supplementary guidebook. Each of these ITPs illustrates the process involved in transition planning and the crucial roles played by adult service providers, school personnel, and family members. As is evident from the examples that follow, transition planning is a team effort, with responsibilities being shared by the various team members. Thus, in the two examples that follow many of the tasks involved in implementing transition plans are shared by a social worker and a member of the teaching staff designated as the transition coordinator. Profiles of the students for whom these ITPs were designed also follow. Joanna, who is twenty, is about to enter her last year of school. In her case, transition planning focuses upon setting up specific

with tunnel vision. He has Usher's Syndrome.* He was born with a severe hearing impairment, and began losing his vision at about age 14. A physically able young man, he is capable of taking care of his personal needs. He always comes to school well dressed and groomed. Robert experiences grand mal seizures every few weeks even though he is on medication to control them. Recently, Robert has begun exhibiting self-abusive behavior, e.g, hitting himself on some occasions. Communication is accomplished both receptively and expressively through approximately twenty signs and a picture communication book. Robert does seem to understand and respond to some non-verbal expressions of emotion in another person such as sadness. He is quite withdrawn and usually waits until activities have been in progress for some time before he does anything. However, on occasion, he initiates interaction. For example, he will sometimes use the sign for toilet to get permission to go to the bathroom; at other times he will leave the classroom without any gestures to staff.

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* Usher's Syndrome is a condition where an individual has profound congenital deafness and a progressive visual loss due to retinitis pigmentosa (RP). Although the person is born with RP, the symptoms do not generally manifest themselves until adolescence. The first symptom is usually night blindness. The second symptom is progressive, restricted visual fields.

INDIVIDUALIZED TRANSITION PLAN

NAME OF STUDENT Joanna DATE OF BIRTH 5/5/69 DATE OF PLANNING MEETING May 10, 1989

PLANNING TEAM Joanna, mother, teacher, assistant teacher (AT), transition coordinator (TC), social worker (SW)

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
VOCATIONAL PLACEMENTS Competitive ___ Supportive ___ Sheltered ___ Specify the above or other X Day program with supported work module. Identify current & past Vocational experiences Activates camera at micrographics business, using adaptive switch.		SW on the team will contact the State Rehabilitation Agency for the Blind to arrange for purchase of Silent Pager SPII Wrist Receiver. TC will contact a representative of the local office of the State MR/DD Agency to identify day programs that have or may be willing to develop a supported work module for individuals with dual sensory impairments. SW will help Joanna's mother contact day programs that might be able to admit Joanna and involve her in an appropriate supported work experience. TC or SW will accompany Joanna's mother to interview with director of day program that will consider Joanna, to talk about Joanna's vocational experiences, and how vocational experiences can be adapted for Joanna.	Work with school staff on implementing Joanna's use of Silent Pager SPII wrist receiver paired with signing to indicate toileting need. Contact day programs on list provided by MR/DD Agency to explore suitability of these programs for Joanna's needs.	Representative of State Rehabilitation Agency for the Blind to arrange for the purchase of the Silent Pager SPII Wrist Receiver, as this is necessary to support her participation in community based work experiences. Representative of MR/DD Agency will provide Joanna's mother with a list of day programs.	While wearing the Silent Pager SPII WristReceiver,* Joanna will make an approximated sign for "toilet" when the receiver begins to vibrate. Joanna will place sheets of paper to be photocopied in the appropriate position on a copy machine in the school office. At her micrographics work site, Joanna will slide sheets of paper to be photographed into an adaptive frame so as to position them for the camera. *Available from Quest Electronics (See Appendix C, Products List in the Handbook for Instructional Staff.)

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
LIVING ARRANGEMENTS With Family Semi-independent Living Community Residence Specify the above or other ICF/MR close enough to family home so that parents can visit Joanna frequently. Identify current living arrangements Living at home with parents but parents would like Joanna to have a placement in the community within a year or two.	___ ___ ___ X	Teacher will make a home visit to work with Joanna's mother on how to implement a laundry skills instruction program at home. SW will contact the State Rehabilitation Agency for the Blind to explore whether it is possible to arrange for an ADL instructor to work with Joanna at home after school on food preparation and clothing care. SW will work with Joanna's mother to explore residential alternatives, contacting the appropriate regional or local MR/DD office for a list of agencies operating ICF/MRs that either serve or might be willing to serve persons with visual or dual sensory impairments.	Work with TC on identifying possible residential options. Work with teacher on home implementation of laundry skills program. Provide opportunities for Joanna to make food choices at home using an object cue menu.	MR/DD representative will provide a list of agencies operating ICF/MRs that either serve or might be willing to include persons with visual or dual sensory impairments. State Rehabilitation Agency for the Blind will respond to request for ADL instructor to work with Joanna at home.	Joanna will assist her parents at home in such activities as doing laundry, putting clothes away, preparing food and cleaning up. Joanna will assist in activities involving food preparation and eating, and doing laundry at an ICF/MR near the school. Given choices of food at lunch and snack time, Joanna will indicate her food preference by using an object cue menu.

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
RECREATION AND LEISURE Use of integrated, community facilities & programs	X	Physical therapist will modify a pet brush for Joanna to use in the pet grooming class at the YMCA. Joanna's teacher will invite the instructor of the pet grooming class to come to the classroom to observe Joanna. TC will help mother use school channels to try to recruit volunteers who will accompany and assist Joanna in YMCA pet grooming class.	Will recruit community volunteers/ support persons to accompany Joanna to YMCA so that she can participate in pet grooming class. Identified and arranged for Joanna's participation in community garden activities. Joanna will be accompanied to and assisted in this program by her sister. Continue arrangements for Joanna to participate in UCP swimming program.	YMCA staff meet with Joanna's mother to learn about Joanna. Community garden organizers meet with Joanna's mother to learn about Joanna. Continue to include Joanna in UCP swimming program.	Accompanied by a non-disabled school friend, Joanna will water, prune and fertilize the collec-tion of plants in the school science room.
Use of specialized facilities & programs	____				
Specify the above or other Local, volunteer-maintained community garden; pet grooming class offered by the local YMCA.					
Identify current recreation and leisure Swimming program at the local UCP.					

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
TRANSPORTATION			Train volunteers/ support persons to use public bus with wheelchair lift to bring Joanna to and from the YMCA.		
Provided by family	___				
Public transportation	X				
Specialized transport	X		Joanna's sister will drive Joanna in the family van to and from the community garden.		
Orientation & Mobility assistance	___				
Specify the above or other_____	___		Joanna's family will travel with Joanna on public, wheel-chair accessible buses to assist her in becoming accustomed to this form of travel prior to her traveling with a volunteer to the YMCA.		
_____					
_____					
_____					
Identify current modes of transportation used					
_____					
_____					
_____					

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
INCOME					
SSI	___				
SSDI	___				
Food Stamps	___				
Earnings	___				
Other(Specify)_____	___				
_____					
_____					
_____					

Identify the above types of assistance being received_____

Joanna receives SSI.

_____

_____

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
MEDICAL CARE					
Insurance					
Medicaid ___	___				
Medicare ___	___				
Other(Specify)_____					
_____					
Specialized health care _____	___				
_____					
_____					
Other(Specify)_____	___				
_____					
Identify current health insurance Medicaid					
_____					
Identify current services being used UCP Clinic					
_____					

NAME OF STUDENT Joanna DATE May 10, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP SERVICES
FAMILY SUPPORT		SW on transition team will arrange introduction between Joanna's parents and parents of children with similar needs who recently completed the transition to adulthood. TC will contact local Association for Retarded Citizens (ARC) to assist parents in addressing guardianship. SW will encourage Joanna's parents to join with other parents of students of transition age at the school to work for the development of needed residential and vocational alternatives.	Meet with other parents. Follow-up on contact with ARC.	ARC to follow-up up on parent's requests of assistance regarding guardianship issues.	
Peer support network	X				
Parent education	___				
Counseling	___				
Respite Care	___				
Economic assistance	___				
Legal services (trusts, wills, guardianship)	X				
Advocacy	X				
Specify the above or other	___				
_____					
_____					

Identify current family support services used_____

_____

_____

_____

INDIVIDUALIZED TRANSITION PLAN

NAME OF STUDENT Robert DATE OF BIRTH August 11, 1970 DATE OF PLANNING MEETING April 9, 1989

PLANNING TEAM Robert, mother, teacher, transition coordinator (TC) social worker (SW), Counselor from State Rehabilitation Agency serving people who are blind

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
VOCATIONAL PLACEMENTS Competitive ___ Supportive X Sheltered ___ Specify the above or other ___ _____ _____ _____ Identify current & Past Vocational experiences Robert has had previous vocational experience in the areas of: dishwashing, stock work, hotel/housekeeping & office services		Teacher & TC will explore with the management of the commercial kitchen supply business where Robert's brother-in-law is employed the possibility of a vocational placement for Robert. Teacher & speech and language therapist will identify Robert's vocabulary needs relative to his vocational experience and work with him to expand communication skills. TC will contact local MR/DD office for a listing of agencies currently providing supported work experiences for individuals with severe disabilities.	Will contact son-in-law to explore possible supported work opportunities for Robert. Will reinforce Robert's use of communication book in varied settings. Will work with social worker to contact programs on the lists provided by the MR/DD and the State Rehabilitation Agency for the Blind to explore their suitability for Robert.	The State Rehabilitation Agency for the Blind and the MR/DD representatives will provide lists of supported work programs.	Robert will use his communication book at the work site to communicate with his co-workers and his supervisor. Robert will expand his functional communication system (signs, object cues) to encompass the communication needed for his work experience. Robert will initiate social communication with a peer of his choice when having lunch with that peer and a staff member of his choice once a week.

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
LIVING ARRANGEMENTS With Family ___ Semi-independent Living ___ Community Residence X Specify the above or other Parents would like Robert to live in a small community residence not too far away from his home. Identify current living arrangements Currently at home with family.	___	TC will contact local service agency to arrange for Robert and one other student plus a staff member to visit the agency's community residence (CR) twice a month. SW will assist Robert's mother to contact CRs in Robert's community to explore the appropriateness of these for Robert's future needs.	Contact MR/DD to obtain lists of CRs in Robert's community.	MR/DD representative will provide a list of CRs in Robert's community.	Robert, one other student and a teacher assistant will shop for and prepare a snack at a local CR, inviting the CR staff and anyone who lives there to socialize and enjoy the prepared snack, twice a month.

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
RECREATION AND LEISURE Use of integrated, community facilities & programs	X	Teacher will continue to provide Robert with generalization training relative to using public toilet facilities.	Will encourage Robert to play games with family members, supporting his school's efforts in this regard.		Robert will become independent in his use of varied public restroom facilities.
Use of specialized facilities & programs		Teacher will continue to work on desensitization program focused on assisting Robert to identify sources of environmental noises and become more comfortable with these noises.			Robert will be able to identify the environmental noises that cause him to become upset.
Specify the above or other					Robert will display less disruptive behavior in response to environmental noises.
		Teacher will schedule instruction for Robert in the area of crafts and table games.			Robert will learn to play three more interactive table games with peers of his choice.
		Teacher and teacher assistant will support Robert in playing games with nondisabled peers in integrated student game room.			Robert will learn two more leisure based craft activities/hobbies.
Identify current recreation and leisure					

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
TRANSPORTATION Provided by family Public transportation Specialized transport Orientation & Mobility assistance Specify the above or other_____ _____ _____ _____ Identify current modes of transportation used Family provides transportation to Robert. _____	___ ___ ___ X ___	When O&M instruction is provided attention will be focused on assisting Robert on travel to and from his community work site.	Will assist Robert in becoming accustomed to the use of public transportation after O&M instruction has begun. Will begin application process for Robert to become eligible for the transportation department's Half Fare program.		O&M instruction will be considered for inclusion on Robert's IEP for the following year. This instruction will focus on the use of public transportation with an escort, and use of taxicabs.

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
INCOME					
SSI	____				
SSDI	____				
Food Stamps	____				
Earnings	____				
Other(Specify)_____					
_____					
_____					
_____					
Identify the above types of assistance being received_____					
Robert began receiving SSI					
payments shortly after his 18th					
birthday.					

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP GOAL(S)/OBJECTIVE(S)
MEDICAL CARE Insurance Medicaid ____ Medicare ____ Other(Specify)_____ ____ Specialized health care _____ ____ Other(Specify) Updated evaluation at low vision clinic for possible optical aids for use outdoors. X Identify current health insurance Medicaid coverage provided since SSI began. Identify current services being used Low vision clinic.		SW will discuss with Robert's mother what kind of neurological assessment Robert has received, and how recently his medication has been reviewed.	Will arrange an appointment at low vision clinic for updated evaluation for possible optical aids.		

NAME OF STUDENT Robert DATE April 9, 1989

TRANSITION ISSUES AND OPTIONS	GOAL	SCHOOL REPRESENTATIVES & RESPONSIBILITIES	PARENT/FAMILY RESPONSIBILITIES	AGENCIES INVOLVED RESPONSIBILITIES, & CONTACT PERSON	SUPPORTIVE IEP SERVICES
FAMILY SUPPORT		SW on Transition Team will arrange for introduction between Robert's parents and the parents of a former student with similar needs who recently completed school and is in a supported work program.	Meet with other paired parents.		
Peer support network	X				
Parent education	____				
Counseling	____				
Respite Care	____	TC will provide parents with booklet from local Association for Retarded Citizens (ARC) that describes workshops on guardianship, wills and trusts.			
Economic assistance	____				
Legal services (trusts, wills, guardianship)	X				
Advocacy	____				
Specify the above or other	____				
_____					
_____					
Identify current family support services used_____					
_____					
_____					

VOCATIONAL PLACEMENTS

In Joanna's case, the transition team, having considered all aspects of Joanna's needs and skills, agreed that referral to a day activity program would be the most appropriate referral for her. In this setting, Joanna will continue to receive the instruction she needs in skills related to activities of daily living, communication and leisure. The team also believed that it would be important for Joanna to continue her community based experiences, including vocational experiences, as she has been performing well in these activities and she appears to enjoy the contact she has with her non-disabled co-workers. The team decided to look for a day program for Joanna that provides opportunities for community based instruction and vocational experiences, or that would be willing to make these opportunities available to Joanna.

Once the team received the listing of programs requested from the State Mental Retardation/Developmental Disabilities (MR/DD) Agency, Joanna's mother and the school's social worker made contact with these programs to explore their suitability for Joanna's needs and time lines for expected openings. Initial meetings were arranged with the intake coordinators at programs that appeared to be real possibilities. One program stood out amongst the three that were visited.

A meeting was arranged with the director and intake

coordinator of that day program. Joanna's mother, Joanna, and the school social worker participated in this meeting. The director of the day program expressed willingness to consider Joanna's admission to the program, but he was not sure if Joanna could be provided with community based experiences, including vocational experiences. He expressed these concerns and based them on the fact that work experience is not a part of day programs, that his program does not have its own van and that Joanna's dual sensory impairments would make it difficult to provide her with the support needed for participation in community based experiences. Despite the apparent obstacles, the director of the program agreed to explore these issues further. An action-oriented dialogue followed, from which a list of suggestions, presented below, was compiled:

- That a staff member from the day program observe Joanna at her community work site. While there, the staff person will speak with Joanna's school support person (teacher assistant, job coach), the work site supervisor and Joanna's co-workers (alternative, provide videotape of Joanna at her work site).
- That the director of the day program contact the director of another day program that is providing community based vocational experiences to meet goals in the areas of communication, socialization, and motor function.

- That a member of Joanna's transition planning team go to the day program to orient staff to Joanna's community based programming, including vocational experiences, and the adaptations used in implementing these experiences.
- That contact be made with a representative of the State MR/DD Agency and the State Rehabilitation Agency for the Blind to explore the possibility of providing training to the day program staff in the area of sensory impairments. (The school social worker will provide the names and phone numbers of the school's liaison persons at these agencies.)
- That contact be made with the Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) to explore the possibility of obtaining technical assistance and staff training. (The school social worker will provide the name and telephone number of a contact person at this center.)

In addition to the above suggestions, the social worker and Joanna's mother reviewed with the director of the day program the activities on which school staff and her parents have been working with Joanna to enhance the skills related to her vocational experience.

Everyone involved acknowledged that making arrangements that would enable Joanna to participate in community based

experiences, including vocational experiences, presents a significant challenge for the day program in two distinct areas: staffing and transportation. Joanna will need substantial support while she is in the community. The following suggestions were made to respond to this need:

- Assign an agency support person to work at the same community site with both Joanna and another individual who requires less support than does Joanna.
- Re-allocate some of the agency's volunteers to work in specific programs with a staff member to free up another staff person to work with Joanna in the community.
- Enlist additional volunteers and/or student interns for the program so that a staff member may then become available to work with Joanna in the community.

The issues related to transportation are discussed in detail in a later section beginning on page 42.

...

Robert's transition plan is somewhat different from the plan developed for Joanna. Since Robert is younger than Joanna, his placement needs are less immediate, and his transition team has more time both to plan for his adult needs and to expand his skills than was the case with Joanna.

Additionally, Robert has had more extensive vocational experiences than did Joanna and his team has identified supported work as his future vocational goal.

The transition team working on Robert's behalf needs to engage in activities similar to those in which Joanna's team engaged, as the process of transition planning is the same regardless of the individual student involved. In order to plan appropriately for Robert, the team needs to know what supported work programs currently exist in Robert's community as well as whether any existing programs are working with individuals with severe disabilities.

The counselor from the State Rehabilitation Agency for the Blind who participated in Robert's ITP meeting indicated that she was not aware of any program that works with individuals who have visual or dual sensory impairments and cognitive disabilities. A representative of the local MR/DD office indicated that he did not know of any supported work programs that included individuals with visual or dual sensory impairments, but there is one program in Robert's community that is considering inclusion of individuals with severe disabilities. The transition coordinator arranged to contact the director of that program to explore the program's suitability for Robert.

During Robert's ITP meeting, his mother communicated to the team that she and her husband want Robert to be able to work at the commercial kitchen supply business where her son-in-law is employed. She is fairly confident that arrangements can be worked out to support this opportunity for Robert. In Robert's mother's view, this placement option needs to receive priority, and she will only support efforts directed toward finding a program willing to support Robert in this individual placement. She is opposed to Robert being part of an enclave or involved in a supported work site which relies on enclaves (except for the purpose of initial training), both because she wants Robert to be able to socialize with nondisabled peers and because Robert appears to function better in integrated settings. Lastly, Robert's mother believes that placement at the commercial kitchen supply business is ideal for Robert in many ways: his brother-in-law works there and can be available to Robert; the management of the company is familiar with Robert and some of his needs since he has visited the business in the past; transportation to and from work can be handled by a combination of Robert's sister, brother-in-law and mother, as the business is fairly close to Robert's home. Robert's mother agreed to try to pave the way for his placement at the kitchen supply business.

The team decided that the following steps need to occur:

- Robert's mother will contact the kitchen supply business

tc explore the possibility of both an immediate training experience and a later supported work placement for Robert.

- o The social worker will begin to contact the programs identified by the MR/DD representative and the State Rehabilitation Agency for the Blind representative to determine if any of these programs currently provide individualized supported work placements.
- o Robert's teacher will make arrangements to videotape Robert while at his work experience site this year to illustrate Robert's social and vocational skills. The tape will include an interview with Robert's work supervisor(s).

Once it is clear whether the commercial kitchen supply business is willing to provide a placement for Robert, the transition team will be able to determine what steps are indicated in planning for Robert's vocational future. The social worker and transition coordinator will still begin to look for programs providing individualized supported work opportunities. If, as Robert's mother believes, the kitchen supply business will provide Robert with a supported work opportunity, the team can begin to explore with provider agencies whether Robert would be considered for participation in their programs, and what staff training and program considerations may arise as a function of his sensory

impairments. If the kitchen supply business will not provide Robert with a supported work placement, the team will need to meet again to generate alternate supported work options. The transition team will attempt to complete the process of identifying an appropriate supported work program during the next year, so that a place can be secured for Robert in ample time to avoid a placement delay when he leaves school in two years. In addition, this will allow Robert's last year in school to be closely tied in with the expectations of the supported work program.

Robert's parents were concerned about Robert losing roughly ten hours a week of structured programming when he left school and entered a 20 hour a week supported work program. His parents wanted to know what programming would be available for Robert when he was not engaged in work. Robert's mother was distressed to learn that there were no clearly available services for Robert during this time. It became apparent that the following options would need to be explored:

- Robert's mother will explore with the supported work program with which Robert will (ultimately) be involved whether it also offers recreational activities on week days during the hours when Robert will not be working.
- Robert's mother will contact the local MR/DD office to explore whether any MR/DD supported recreation and leisure programs exist in Robert's community and if so,

whether they are in session during the times when Robert will not be engaged in work.

- The school social worker will contact the project officer at the regional office of Action (see reference in Appendix A) to explore whether any Action sponsored program exists in Robert's community and if so, how to make arrangements with this program for Robert to receive assistance to facilitate his partication in integrated, community based leisure.
- The school social worker or transition coordinator will contact the local office of Volunteers: The National Center (see reference in Appendix A) to explore how to arrange for volunteers to assist individuals like Robert to access community based activities of leisure.
- Robert's parents will speak with the parents of other students who have recently completed school and are in supported work programs to find out what strategies these parents used to deal with the increase of unstructured time in their sons' or daughters' lives.

LIVING ARRANGEMENTS

Both Robert and Joanna currently live with their respective families and neither student has an immediate, crisis based placement need. Each transition team has some time available to plan for residential placement. However, Joanna will need a placement soon, and her team needs to work more intensively

on a residential placement than does Robert's team.

Joanna has been living at home with her parents and an older sister who recently moved out of the parents' home. Joanna's parents, each in their early sixties, believe it is in Joanna's best interest to live independent of them. Additionally, they will be retiring in two years and would prefer to have more flexibility in their lives than is currently the case in light of Joanna's needs.

Residential options were explored by Joanna's parents with assistance from the social worker. The social worker gave Joanna's mother the name and phone number of a representative from the local MR/DD Office. After several telephone calls, Joanna's mother was able to arrange to meet with a case worker at the MR/DD agency. Together they identified three potential placement sites for Joanna.

The closest group home that includes services for adults with dual sensory impairments and cognitive disabilities is 180 miles away from where Joanna's family currently lives. The home is a fifteen bed Intermediate Care Facility (ICF/MR) with a long waiting list. Although the home is not currently designed to accommodate people using wheelchairs, the sponsoring agency's director anticipates that within the next three years renovations will take place that will render the

facility accessible. Neither Joanna's parents nor the other transition team members are pleased with the distance of the ICF/MR from the family's home. However, they begin the referral process to get Joanna on the waiting list while they explore other options.

A second possibility is an agency that runs a scattered site, supported apartment program serving adults with a wide range of disabilities. This agency is located approximately 30 miles away from Joanna's family's home. Joanna's mother and the representative from the State MR/DD Agency contacted the director of this program to explore whether the agency would consider Joanna's admission. After much discussion, it became clear that Joanna would require a more intensive level of support than is currently available in this agency. However, the program director indicated that he would be willing to investigate how to add an intensive supported program at a later date. Since the agency had recently expanded its services in another area, it was not likely to expand its services further for quite some time. Thus this program was not a viable option for Joanna at the present time. The MR/DD representative will stay in contact with the program director to advocate for the development of options for individuals with sensory impairments needing intensive supported residential options, but he recognizes that such a program is not likely to be developed within the next two years.

A third possibility is a six bed ICF/MR a few miles away from Joanna's home. Joanna's family felt that this was the most viable placement option. Even though the program staff had no experience in working with people with sensory impairments, it would enable the family to maintain close contact with Joanna.

When initial contact was made by Joanna's mother, the program director appeared open and interested in exploring how his agency would be able to meet Joanna's needs. He anticipated a possible place for Joanna in this home within Joanna's family's time frame of about two to three years. It became clear that this ICF/MR would be suitable for Joanna as long as the agency did not need to absorb the costs involved in staff training and the purchase of adaptive equipment that Joanna would need (e.g. vibro-tactile fire alarm signal, vibro-tactile alarm clock). The next steps that the team identified were pre-placement activities for Joanna and pre-admission activities for the ICF/MR. Pre-placement activities revolved around activities that Joanna would be likely to engage in at the ICF/MR.

PRE-PLACEMENT ACTIVITIES FOR JOANNA. The transition team decided that laundry skills, clothing care, and some food preparation would be good activities with which to begin

working with Joanna, both at home and in the community. To support Joanna's parents in implementing these activities, Joanna's teacher will make a home visit to set up a laundry/clothing care routine which Joanna can follow. To ensure that Joanna will have numerous opportunities to perform these tasks in her home, the school will contact the State Rehabilitation Agency for the Blind to request an activities of daily living (ADL) instructor to work with Joanna at home after school. Joanna's mother is willing to work with Joanna on these routines; however, she does not have the time to implement them frequently. The involvement of an ADL instructor will enable Joanna to receive more intensive home based instruction. To provide Joanna with the opportunity to make food choices at home, Joanna's teacher will furnish Joanna's mother with a copy of the object cue menu which Joanna uses in school. Additionally, as Joanna expands her familiarity with object cues for food items, the teacher will send home the additional object cues that are added to Joanna's menu. Joanna's mother will encourage Joanna to use the object cues to indicate her food preferences for meals and evening snacks.

To provide Joanna with the opportunity to perform these targeted activities in a community setting, she will join a small group of other students who use the facilities of an ICF/MR located near the school.

The transition team suggested that Joanna have the opportunity to become familiar with the physcial layout of the ICF/MR to which she will likely move, as well as the people who live and work there. The ICF/MR director is willing to arrange for Joanna to visit the facility for dinner a couple of times before she leaves school, and to participate in some of their leisure activities in the interval preceding placement. The stipulation on the part of the ICF/MR director is that someone who is familiar with Joanna accompany her on all such visits for Joanna's comfort, to provide a model for ICF/MR staff and to ensure that ICF/MR staff are not held responsible for assisting Joanna during these visits. Arrangements for these visits will be handled by Joanna's parents, with her parents and her sister assisting Joanna during the visits as scheduled in conjunction with the staff of the ICF/MR.

PRE-ADMISSION ACTIVITIES FOR THE ICF/MR. The MR/DD representative, the transition coordinator, Joanna's mother and the ICF/MR program director had identified in their initial discussions training which the ICF/MR staff would need in order to work successfully with Joanna. Ensuing discussions identified some adaptive equipment that Joanna would need in her home environment. Being sensitive to the potential overwhelming nature of the identified "needs list", the group advocating on Joanna's behalf identified numerous

strategies and support networks available to the ICF/MR program director. Some of these suggestions are listed below:

1. Contact the State Rehabilitation Agency for the Blind and the State MR/DD Agency to find out whether either or both of these agencies has or would pay for resource consultants who could assist this ICF/MR in adapting the program to meet Joanna's needs.

2. Contact the Helen Keller National Center for Deaf-Blind Youths and Adults (HKNC) to explore whether assistance could be provided through the National Technical Assistance Center (TAC), the HKNC network of field services or the National Training Team (NTT).

3. Contact peer agencies providing services to individuals with sensory impairments (contacts provided by the State Rehabiltation Agency for the Blind, the State MR/DD Agency and/or HKNC) to explore the potential for networking (eg., staff visits and observations or staff sharing/exchange; participation in peer agency's in-service/training sessions; programming models including leisure activities; examples of both environmental and programming adaptations).

4. Arrange for ICF/MR staff to observe specific school programs in which Joanna is involved, as well as to meet with selected support services staff (eg., O&M, speech & language; low vision).

5. Explore, with the assistance of the transition coordinator, whether any school personnel would be interested in working part-time (evenings, weekends or holidays) at the ICF/MR to assist the ICF/MR staff in working with Joanna after her placement there.

6. Use the resources identified in numbers 1, 2 and 3 above both to assist in compiling a list of items that Joanna needs to live in the ICF/MR, and to explore ways of obtaining equipment and putting environmental adaptations into place.

7. Explore with Joanna's transition team whether any of the identified equipment can be provided by the State Rehabilitation Agency for the Blind for Joanna while she is still in school.

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In Robert's case, the transition team agreed that a community residence (CR) would be an ideal place for Robert in light of his skills. The social worker and Robert's mother worked

together to contact the three programs in Robert's community which were identified as possibilities by the local MR/DD office, to explore their suitability for Robert.

None of the three CRs in Robert's community had any experience with individuals with sensory impairments. Although none of the program managers appeared to be opposed to working with an individual with sensory impairments, each manager did not expect a vacancy to become available for Robert for quite some time because of long waiting lists. Although Robert was added to each waiting list, his parents were not comfortable with the uncertainty associated with admission to these programs.

When Robert's parents discussed their feelings with the social worker, they discovered that their options were limited to the following:

- Wait and see when a bed becomes available based on the three waiting lists.
- Look at programs outside of Robert's community.
- Locate an agency willing to expand its services and create a place specifically for Robert.
- Join with other parents of students with needs similar to Robert's to advocate for the creation of appropriate services to meet their needs.

Robert's parents were not willing to consider placement for Robert outside of his community, especially because there were no programs beyond his own community engaged in activities significantly different from or more innovative than the programs within his community. His parents wanted Robert to be able to have regular contact with family members and did not wish to sacrifice this contact.

In light of the information that they had received, Robert's parents were thankful that they had begun the process of exploring residential options as early as they had, rather than waiting to do so during Robert's last year of school.

INCOME

Joanna and Robert already receive Supplemental Security Income (SSI); thus no substantial needs exist in this area. Had either of these students not been receiving SSI payments, the student's parents would have needed to contact the local Social Security Administration office to initiate application procedures.

MEDICAL CARE

Both Joanna and Robert have medicaid coverage which went into effect as soon as each student began receiving SSI benefits. Thus no further arrangements need to be made for medical insurance.

RECREATION AND LEISURE

Within Joanna's ITP, two integrated leisure options were identified by the team; participation in a pet grooming and care class offered by the local YMCA and in a community garden project. These were selected by Joanna's mother and the team based on Joanna's interests, and the willingness of these two community programs to work with Joanna. The community programs were identified by Joanna's mother during an extensive survey which she and other family members conducted on Joanna's behalf.

Joanna's mother agreed to provide an orientation to the YMCA instructor and the organizers of the community garden to help them understand Joanna's needs. Additionally, Joanna's teacher invited the YMCA instructor and the community garden organizers to observe Joanna during school hours to help them become familiar with Joanna. Joanna's mother, with assistance from Joanna's teacher and the transition coordinator, identified the supports needed to enable Joanna to participate in these activities. The supports they identified were:

1. Modified equipment/tools (pet hair brush/comb with modified grip, plant related tools with modified grip).
2. An escort/support person to act as interpreter/coach to facilitate Joanna's participation and her ability to develop new relationships.

3. Transportation to and from both activities.

EQUIPMENT/TOOLS Fortunately, Joanna's family already has two pet brushes and a travel case for their Yorkshire Terrier. Joanna's mother will give one of the brushes to the school's physical therapist who agreed to fit an adapted handle to the brush for Joanna's use. The community garden project provides all of the necessary gardening equipment to those involved in it's maintenance. The organizers agreed to Joanna's mother's request to borrow a few tools so that adapted grips could be fitted by the school's physical therapist.

ESCORT/SUPPORT PERSON In order for Joanna to successfully participate in these integrated, community sponsored programs, she will need someone working with her as her interpreter and coach. As these activities will be occurring on weekends and late afternoons, school personnel cannot be relied on as the support staff.

Joanna's sister agreed to drive Joanna to the community garden and work with her on Saturdays. However, neither she nor any other family member is available to assist Joanna during the pet grooming classes.

Joanna's mother decided that she would attempt to recruit volunteers from the community to find two support persons for

the pet grooming classes. Once these volunteers are identified, Joanna's mother will orient and train them to work with Joanna. The YMCA administrator and instructor both agreed to waive their normal registration cut-off date, to allow time for Joanna's family to recruit support volunteers.

The transition coordinator helped Joanna's mother to identify a number of resources which Joanna's mother could contact in her efforts to recruit volunteer/support persons. The list included both personal and professional contacts of Joanna's parents, her teacher and the transition coordinator. The contacts included:

- Local college's special education department
- Local college's student service organization
- Local Interpreter Training Program
- Mayor's Office for the Handicapped
- Volunteers: the National Center
- Local Big Brother/Sister organization
- Local chapter American Association for Retired Persons (A.A.R.P)
- Parent's parish
- Transition Coordinator's parish
- Teacher's synagogue

The issues related to transportation are discussed in detail in a later section beginning on page 42.

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For Robert, the transition team agreed that attention should be focused both on the development of specific leisure skills, e.g., games and crafts, and on skills Robert needs in order to access leisure activities in the community, e.g., using public bathrooms. In addition to this area of focus, the team agreed that attention must be directed to Robert's behavioral reaction to environmental noise, which limits his access to activities in the community.

Robert's curriculum will include activities designed to teach Robert three interactive table games and two craft activities. To further develop Robert's skills in playing these games, Robert's teacher and/or teacher assistant will support Robert in playing these games both with one of his classmates and with a nondisabled school friend in the school's student game room. To provide Robert with opportunities to play these games at home, Robert's parents will encourage him to play the games with them. In addition, Robert's sister will set aside time each week to join Robert in a craft activity to reinforce his newly acquired skills in this area.

Robert's teacher has already begun to work on the generalization training needed to help Robert learn to independently use public bathrooms. This training will

continue for Robert's upcoming school year. Robert's teacher will also continue to work with Robert on a program to desensitize him to environmental noises that cause him to display self-abusive and other challenging behaviors.

Robert's parents would like Robert to have the opportunity to participate in some of their community's leisure options, eg., fishing and spectator sports events, but they perceive these to be too overwhelming for Robert at this time in light of his reaction to environmental noises. His parents will continue to involve Robert in family outings and hope that he will soon be able to engage in integrated leisure options with nondisabled peers. With this goal in mind, Robert's mother will pay attention to notices regarding leisure activities and will explore whether any activities that become available would be suitable for Robert.

TRANSPORTATION

Current Recreation & Leisure Needs As Joanna will not be moving into an ICF/MR for quite some time, transportation needs to be arranged to get her to and from her community leisure activity sites.* Joanna's mother made arrangements

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* As Joanna uses a wheelchair, transportation options are more restricted for her than would be the case for an individual who has both sensory and cognitive disabilities yet who is ambulatory. Use of privately owned cars would be an option to explore for these other individuals.

for a family member to drive Joanna to the community garden on weekends. Joanna's mother is reasonably confident that these arrangements will be consistent. Thus attention can be focused on getting Joanna, her dog, and her volunteer/support person to the YMCA class.

Joanna's father can pick her up each evening when the class is over. However, neither a family member nor the family van will be available to take Joanna to the YMCA. There is a public bus that is wheelchair accessible that stops near Joanna's home and the YMCA. Joanna's mother's plan is for Joanna and the volunteer to use this bus in getting to the YMCA.

As Joanna's mother is attempting to recruit two volunteer support persons, both of them can accompany Joanna on the bus initially. When they become comfortable assisting Joanna with bus travel, then only one need accompany her, with the other serving as a back-up should the need arise. Joanna's mother will contact the public transportation authority to obtain a schedule for this bus route, and will arrange time with the volunteer/support persons to help Joanna become accustomed to using this means of transportation.

...

Robert has no current transportation needs as he does not engage in leisure activities apart from his family who provide him with transportation. However, his transition team indicated that O&M instruction should be included on Robert's IEP for the following year to focus on use of public transportation with an escort and use of taxicabs.

Future Needs Joanna is scheduled to enter a day program when she leaves school at the end of the following year. Transportation will be available through the program. However, arranging for Joanna to continue her community based vocational experience presents some challenges, as the day program does not have its own van. The director of the day program is open to exploring how to provide Joanna with the opportunity to continue community based experiences. He is also interested in incorporating community based instruction into his program for all of its consumers.

With this in mind, the director of the day program is going to explore a variety of strategies. Some of the options he and his staff identified for exploration are:

1. The director of the day program will contact colleagues whose day programs provide community based vocational experience to find out how transportation is arranged.

2. Joanna's mother will explore with the day program's social worker the possibility of Joanna being brought directly to the vocational site in the community from home two mornings each week, with someone from the family driving Joanna to the worksite on those mornings. The day program's social worker will contact the ambulette service which will be transporting Joanna once she is attending the day program to explore whether arrangements could be made to pick Joanna up from her community vocational site two mornings each week.

3. As Joanna's day program is not far from a United Cerebral Palsy Center that owns multiple vans, the director of the day program will contact the director of the UCP to explore the possibility of a rental contract for one of its vans, with a driver, driving during the portion of the day when not all vans are needed, i.e., between the hours of 9:30 AM and 2:00 PM.

In addition to the above options that would assist Joanna and others who need accessible vehicles, the following options were identified for exploration in relation to individuals who do not require specialized transportation:

1. The day program's social worker will contact professional peers at other programs engaged in community based

activities to explore whether arrangements could be made with these agencies to participate with them in providing shared transportation to community-based activities.

2. The day program's social worker will contact a sampling of parents/guardians to see whether anyone is available during the day to provide transportation (subsequent to parent meetings in which the value of community based instruction is discussed).

3. Survey day program staff's willingness to drive specified individuals to community based experiences in staff owned vehicles.

4. Investigate the costs of leasing and buying a van equipped with a wheelchair lift for the agency (including insurance), and whether there is room in the program's budget for this expenditure. Consult with the day program's MR/DD liaison to obtain assistance in this endeavor.

...

Since Robert is likely to be engaged in supported work at the kitchen supply business where his brother-in-law is employed, transportation will be handled by his family. On the days that

Robert's brother-in-law is working in his office, Robert will be picked up in the morning by his brother-in-law. On other mornings, Robert's mother can drive him to work. Since Robert's sister does not work, arrangements will be made for her to pick Robert up in the afternoon when he is done working.

By the time Robert moves to a CR he should have attained the skills that will enable him to use either car service or public transportation to and from work, however it is also possible a family member could continue to drive Robert to and from work. Since Robert will be earning a salary, he will be able to pay for transportation. Arrangements will be made to register Robert for the city's half-fare program which will reduce the amount of money he may need to spend on bus fare.

FAMILY SUPPORT

Both Joanna's and Robert's parents shared in the division of identified tasks needed to plan for their son's or daughter's future needs. In both cases, the parents were responsible for quite a few tasks that were labor intensive.

Not all parents can be as involved as were these parents. In many cases, parents are unable to assume substantial responsibilities for exploring and arranging transition options because of already existing multiple demands in their

lives. It is these latter families that need substantial assistance and support in planning for the transition of their sons or daughters. Because it is uncommon for case managers to be assigned to these young adults aging out of the school system, and because the parents may (potentially) be the best case managers, an important consideration for the school transition team is to strengthen the parent's skills in assuming the role of case manager/advocate for her son or daughter.

As in the examples presented, parents can be supported by:

1. Providing them with information about adult options.

2. Providing them with information about community resources.

3. Providing them with the opportunity to network with other, more experienced parents of children with similar needs.

4. Participating with them when they first begin to explore adult options, assisting them to develop new skills in negotiating the service system.

This support is especially important to families of young

adults who have both sensory and cognitive impairments because they may often need to "sell" their son or daughter to provider agencies in an effort to create opportunities for them in the existing adult service network. They may also need to participate in advocating for the creation of new programs in order to meet the unique needs of their sons or daughters.

LOOKING TOWARD THE FUTURE

This Supplement focused on transition planning for two students with dual sensory impairments and cognitive disabilities. The intent of these examples was to illustrate:

1. The implementation of concepts presented in the Handbook for Instructional Staff.

2. The collaborative team effort (by both professionals and family members) needed to establish and implement transition plans.

3. How to use existing community resources that have not before been widely accessed toward the integration of these young adults.

4. How to utilize disability resources in innovative and flexible ways.

5. How to influence state agencies and local service providers to consider the inclusion of these young adults in existing programs.

6. The value of parent to parent networking, as well as networking between service providers.

7. The importance of considering options and strategies that involve risks, as a way of challenging perceived boundaries and limitations.

Adult agencies and service providers need to begin conceiving of themselves as part of a collaborative effort to create appropriate options for young adults with dual sensory impairments and cognitive disabilities. Two vehicles for doing this are participation in school based teams and interagency councils. For a description of and suggested guideline for interagency councils refer to Appendix B.

Adopting an Advocacy Stance

The foundation for any advancement in meeting the needs of young adults with dual sensory impairments and cognitive disabilities is accepting responsibility for providing community based services to these individuals. Once this occurs a number of steps in meeting this responsibility suggest themselves. These include:

1. Re-examine your agency's services with a view toward identifying those services that can be adapted to meet the needs of these individuals.

2. Consider the creation of additional programs or services by your agency that would include these individuals.

3. Explore with appropriate state agencies any flexibility that may currently exist in regulating programs that your agency operates, and that might enable you to better serve individuals with dual sensory impairments and cognitive disabilities.

4. Work with state agencies to build greater flexibility into existing state regulations, policy, and practice, that would enable your agency to better tailor its programs to the needs of these young adults.

Some specific areas that may need to be examined by adult agencies and service providers are:

- Can there be more flexibility in regulating the minimum number of hours for supported work?
- How can the funding of ongoing MR/DD supported work programs be used in ways to provide more appropriate job coaching for individuals with dual sensory and cognitive disabilities?
- How can transportation to and from work be provided for these individuals to enable them to participate in supported work?
- Is para-transportation being developed in your community?

- How can day activity/habilitation programs supported by Medicaid funds begin to include vocational experiences?
- How can transportation be more effectively provided for community based activities in day activity/habitation programs?
- How can linkages be established with community resources, including major volunteer organizations, to support the participation of individuals with dual sensory and cognitive impairments in integrated recreation and leisure activities?
- Can family support programs be utilized to support integrated recreation and leisure opportunities in the community for these individuals?
- Can a case management system be developed to meet the needs of individuals with both dual sensory and cognitive disabilities?

APPENDIX A

RESOURCES FOR VOLUNTEER SUPPORT

APPENDIX A

RESOURCES FOR VOLUNTEER SUPPORT

1. Action - The National Volunteer Agency: Programs and Regional Offices

PROGRAMS SUPPORTED BY ACTION

1. Foster Grandparent Program (FGP)
2. Retired Senior Volunteer Program (RSVP)
3. Senior Companion Program (SCP)
4. Volunteers In Service to America (VISTA)
5. National Centers for Service Learning (NCSL)
6. Young Volunteers in Action (YVA)
7. ACTION Drug Prevention Program (ADPP)
8. Office of Voluntarism Initiatives (OVI)

CENTRAL OFFICE

Project Action
Central Office
1100 Vermont Avenue N.W.
Washington, D.C. 20525
1-800-424-8867

REGIONAL OFFICE	STATES SERVED
Room 472 10 Causeway Street Boston, MA 02222-1039 617-567-7000	Connecticut, Maine, Massachusetts, New Hampshire, Vermont and Rhode Island
Room 758 6 World Trade Center New York, NY 10048-0206 212-446-3481	New Jersey, New York, Puerto Rico and the Virgin Islands
Room 108 U.S. Customs House 2nd & Chestnut Sts. Philadelphia, PA 19106-2612 215-597-9972	Kentucky, Maryland, Delaware, Ohio, Pennsylvania, Virginia and Washington D.C.
Room 1003 101 Marietta St., N.W. Atlanta, GA 30323-2612 404-331-2859	Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina and Tennessee

REGIONAL OFFICE	STATES SERVED
6th floor 10 West Jackson Blvd. Chicago, IL 60604-3964 312-353-5107	Illinois, Indiana, Iowa, Michigan, Minnesota and Wisconsin
Room 6B11 1100 Commerce Street Dallas, TX 75242-0696 214-767-9494	Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma and Texas
Suite 2930 Executive Tower Bldg. 1405 Curtis Street Denver, CO 80202-2349 303-844-2671	Colorado, Wyoming, Montana, Nebraska, North Dakota, South Dakota and Utah
Room 530 211 Main Street San Francisco, CA 94105-1914 415-974-0673	Arizona, California, Hawaii, Nevada, Guam and American Samoa
Suite 3039 Federal Office Bldg. 909 Third Avenue Seattle, WA 98174-1103 206-442-1558	Alaska, Idaho, Oregon and Washington

2. Volunteer - The National Center

For volunteer centers in your community and/or to obtain resource materials in support of voluntarism, contact:

Volunteer - The National Center
1111 N. 19th Street
Suite 500
Arlington, VA 22209
703-276-0542

APPENDIX B

INTERAGENCY COUNCILS

APPENDIX B

INTERAGENCY COUNCILS

The purpose of an interagency council is to establish a cooperative process for ensuring that adequate and appropriate services are available for young adults with severe disabilities.

To assure the success of these local teams, state level initiatives or support is essential. There are several ways of achieving such support:

1. Adding a focus on individuals with dual sensory impairments to any existing state level interagency planning structure.

2. Working with the State Title VI-C Coordinator to organize a statewide transition coalition conference, including selected school program representatives and their local counterparts in state adult service agencies as well as representatives of the central administration of these state agencies.

3. Working with the Technical Assistance Center of the Helen Keller National Center for Deaf-Blind Youths and Adults to establish a framework and structure for a state level

interagency transition council focused on individuals with dual sensory impairments.

There are two main tasks for local interagency planning teams:

1. Identifying existing local services, future service requirements and gaps that need to be filled.

2. Creating agreements for cooperative interagency functioning in relation to transition planning.

The interagency team should be comprised of administrators from all key agencies serving or advocating on behalf of youth with visual or dual sensory impairments and cognitive disabilities. The team needs to be large enough to include all relevant school and adult service personnel but small enough so that it can actively work toward agreed upon goals. Team members should hold similar level administrative positions within their respective agencies. All team members need to know their agency's resources and services, and have the authority to make decisions regarding the organization of services and the allocation of staff, space, and other resources. The key members of this interagency planning team would include a parent advocate and/or advocacy group representative and administrators from:

1. The special education program of the local education authority (LEA) or intermediate education authority.

2. The local office of the vocational rehabilitation agency serving the blind.

3. The local office of the general vocational rehabilitation agency.

4. The local office of the mental retardation/ developmental disabilities agency.

Other possible members might include representatives of important local voluntary service agencies serving adults with severe disabilities, e.g., United Cerebral Palsy Association; Association for Retarded Citizens; the local office of the Social Security Administration; the local office of the state mental health/mental hygiene agency; the local office of the state social service agency; the local coalition of adult service agencies, if one exists; and the local Protection and Advocacy agency for persons with developmental disabilities.

IDENTIFYING CURRENT SERVICES, FUTURE SERVICE REQUIREMENTS AND SERVICE GAPS

The first task for the planning team is to collect information about existing, relevant services, e.g., residential options,

vocational options, other types of day programming, and recreation/leisure opportunities.

The identification of future service needs can make use of the following possible data sources:

1. Any data being collected by the State Education Department for the purpose of meeting federal monitoring requirements on school outcomes of special education students.

2. Any data being collected by LEAs to meet state "aging out" regulations. For example, in New York State, copies of the records of students who are in special education programs full time are sent to the appropriate adult service agency, with parental permission, when the student is 15 or 16.

3. Data from ITPs, once the ITP process has been established and implemented for students of high school age.

Once the identification of existing resources and future service needs has been accomplished, the identification of gaps in resources will become readily apparent.

AGREEMENTS FOR COOPERATIVE INTERAGENCY FUNCTIONING

There are a number of questions that members of the

interagency planning team need to answer:

- Who will serve as liaisons to the schools and how will this participation be structured?
- At what point in the student's schooling will adult service agency liaisons become involved in transition planning?
- How will Individualized Written Rehabilitation Plans (IWRP) or other individualized service plans implemented in adult programs utilize and build upon IEPs and ITPs?

The next step for the interagency planning team is to begin to design procedures and guidelines for:

1. Cutting red tape to facilitate the process of coordinating needed services.

2. Utilizing existing resources in innovative ways to open up new options.

3. Developing additional resources.

In the initial stages of establishing a local interagency planning team, it may be constructive to struggle with the arrangement of adult services for several individual students who will be aging out of the school system within the next year or two. In doing this, the interagency team will be

immediately challenged by the barriers and complexities of meeting the service needs of young adults with dual sensory impairments and the rewards inherent in developing suitable service packages. This procedure will also facilitate the process of establishing more formal interagency cooperative agreements.

APPENDIX C

PRODUCTS LIST: CATALOGUES FOR ADAPTIVE AIDS AND EQUIPMENT

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ABLEDATA
Adaptive Equipment Center
Newington's Children's Hospital
181 East Cedar Street
Newington, CT 06111
800/344-5405 or
203/667-5405 in Connecticut

ABLENET-AccessAbility Incorporated
360 Hoover St, N.E.
Minneapolis, MN 55412
(612) 331-5958

Adaptive Environments
Massachusetts College of Art
621 Huntington Avenue
Boston, MA 02115
(617) 739-0088
(Publications on environmental design and adaptations)

A Manual for Augmented Sensory Feedback Devices for Training Severely Handicapped Students
Philippa H. Cambell, William McInerey & Mark Middleton
Children's Hospital Medical Center of Akron
Akron, Ohio 44308

American Foundation for the Blind
15 West 16th Street
New York, NY 10010
(212) 620-2000

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206
(502) 895-2405

Guinta Associates
67 Leuning Street
South Hackensack, NJ 07606
(212) 594-4974
(201) 488-4425
(Environmental modification and equipment for individuals with hearing impairments)

Independent Living Aids
27 East Mall
Plainview, NY 11803
(800) 537-2118

Quest Electronics
Labelle Industries
501 South Worthington
Oconomowoc, WI 53066
414-567-9157

Telephone Pioneers of America
Manhattan Empire Chapter
195 Broadway
New York, NY 10007
Showroom:
1095 Avenue of the Americas
New York, NY 10036
(212) 395-8408
(Adaptive equipment for people with sensory and physical disabilities. Will custom make equipment to meet individual needs.)